# Accelerating Academic Literacy: A Pathway to College Success

*Or. . .*Taking a Reading/Writing Intervention for Secondary English Learners on the Road: Lessons Learned from the Pathway Project
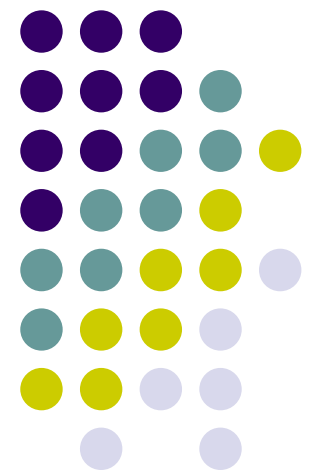
Carol Booth Olson
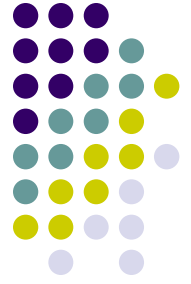
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1996-2002 SAUSD Pathway Writing Assessment Results
(Scale = 2 -12, low to high)
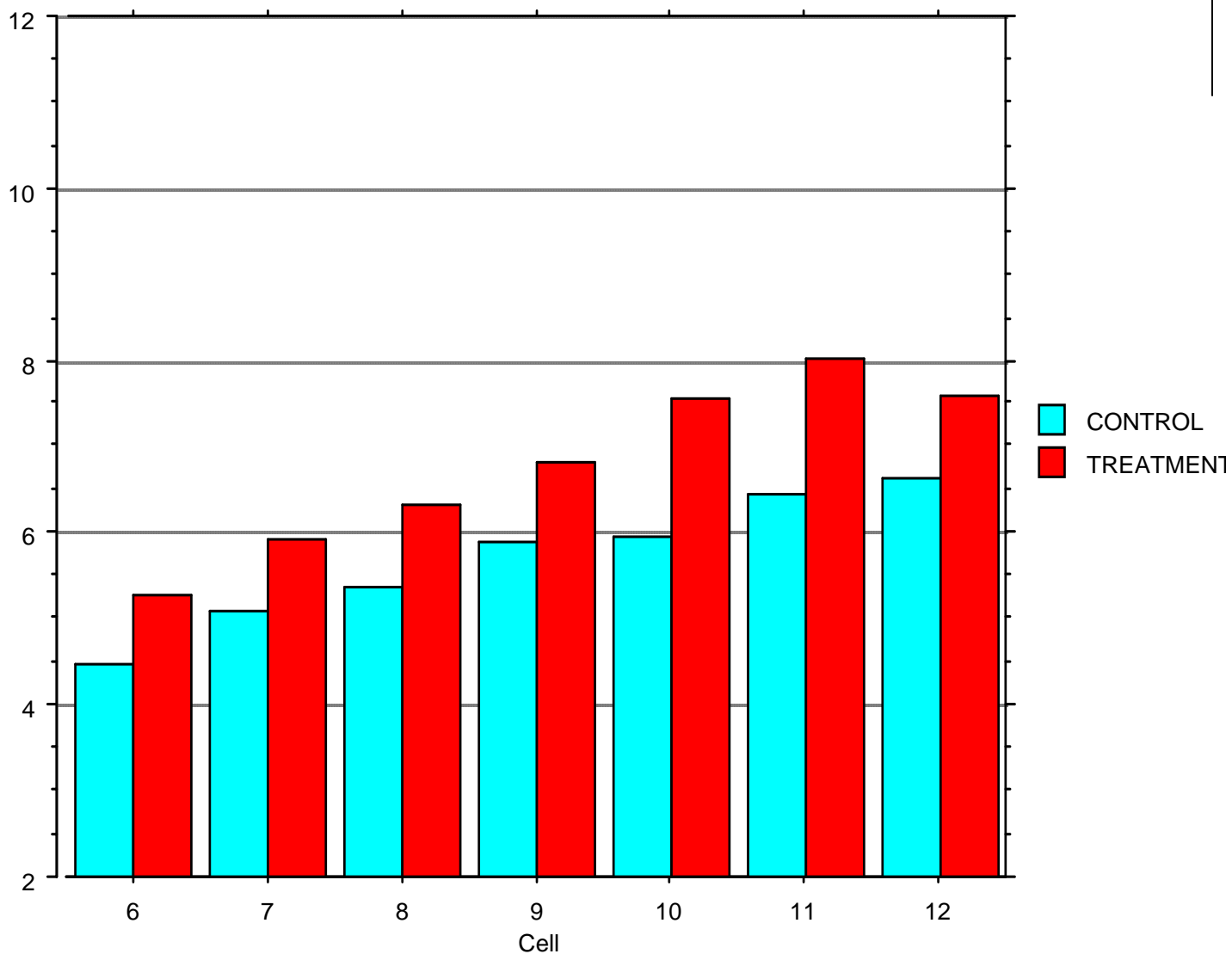
Reading and writing are essentially similar processes of meaning construction involving the use of cognitive strategies.
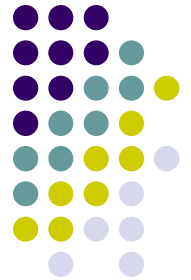
Three Types of Knowledge

- Declarative Knowledge

- Procedural Knowledge

- Conditional Knowledge

Tool Kit

Adopting an Alignment

Planning and Goal Setting

Making Predictions

Making Connections

Tapping Prior Knowledge

Evaluating

Reflecting and Relating

Analyzing Author's Craft

Summarizing

Forming Interpretations

Clarifying

Monitoring

Visualizing

Asking Questions

Revising Meaning

Cognitive Strategies Sentence Starters
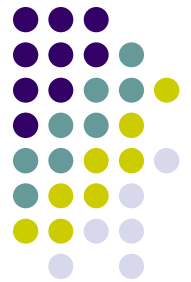
Planning and Goal Setting
- My purpose is…
- My top priority is …
- I will accomplish my goal by …

Tapping Prior Knowledge
- I already know that…
- This reminds me of…
- This relates to…

Asking Questions
- I wonder why…
- What if…
- How come…

Making Predictions
- I'll bet that…
- I think…
- If _____, then…

Visualizing
- I can picture…
- In my mind I see…
- If this were a movie…

Making Connections
- This reminds me of…
- I experienced this once when…
- I can relate to this because…

Summarizing
- The basic gist is…
- The key information is…
- In a nutshell, this says that..

Adopting an Alignment
- The character I most identify with is…
- I really got into the story when…
- I can relate to this author because…

Forming Interpretations
- What this means to me is…
- I think this represents…
- The idea I'm getting is…

Monitoring
- I got lost here because…
- I need to reread the part where…
- I know I'm on the right track because …

Clarifying
- To understand better, I need to know more about…
- Something that is still not clear is…
- I'm guessing that this means _____, but I need to…

Revising Meaning
- At first I thought _____, but now I……
- My latest thought about this is…
- I'm getting a different picture here because…

Analyzing the Author's Craft
- A golden line for me is…
- This word/phrase stands out for me because…
- I like how the author uses to show…

Reflecting and Relating
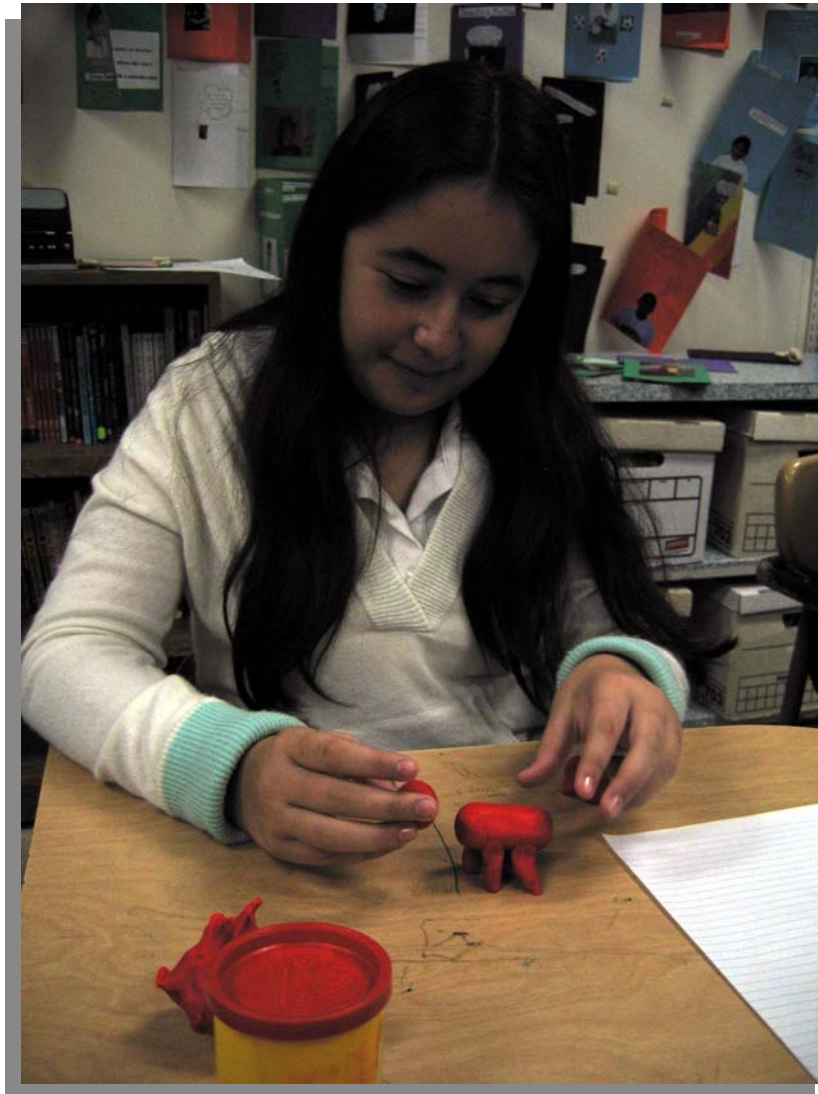- So, the big idea is…
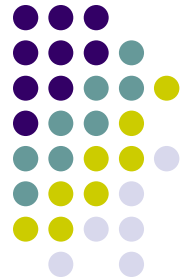- A conclusion I'm drawing is…
- This is relevant to my life because…

Evaluating
- I like/don't like _____ because…
- My opinion is _____ because…
- The most important message is _____ because…
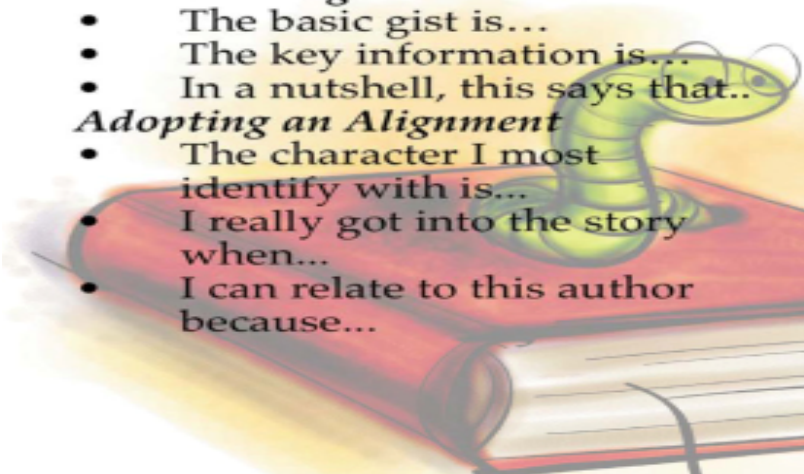
Mirella Fuentes, an 8ᵗʰ Grader at McFadden Intermediate in Santa Ana, California, constructs her play-doh creature.

Plot Summary	Supporting Detail	Commentary
Yellow	Green	Blue
What is obvious Just the facts	Examples Evidence Quotes	Deeper thinking Interpretations Conclusions The so what? Insights Ahas Opinions

Yellow: When the narrator's horned toad is crushed on the pavement, Grandma consoles him over the loss of his pet.

Green: She joins him in grieving and strokes his back, and then she picks up the horned toad and mutters, "the poor little beast."

Blue: Like the horned toad, Grandma is also out of place.

Blue: The horned toad is symbolic of Grandma because they are kindred spirits who need to return to where they belong.
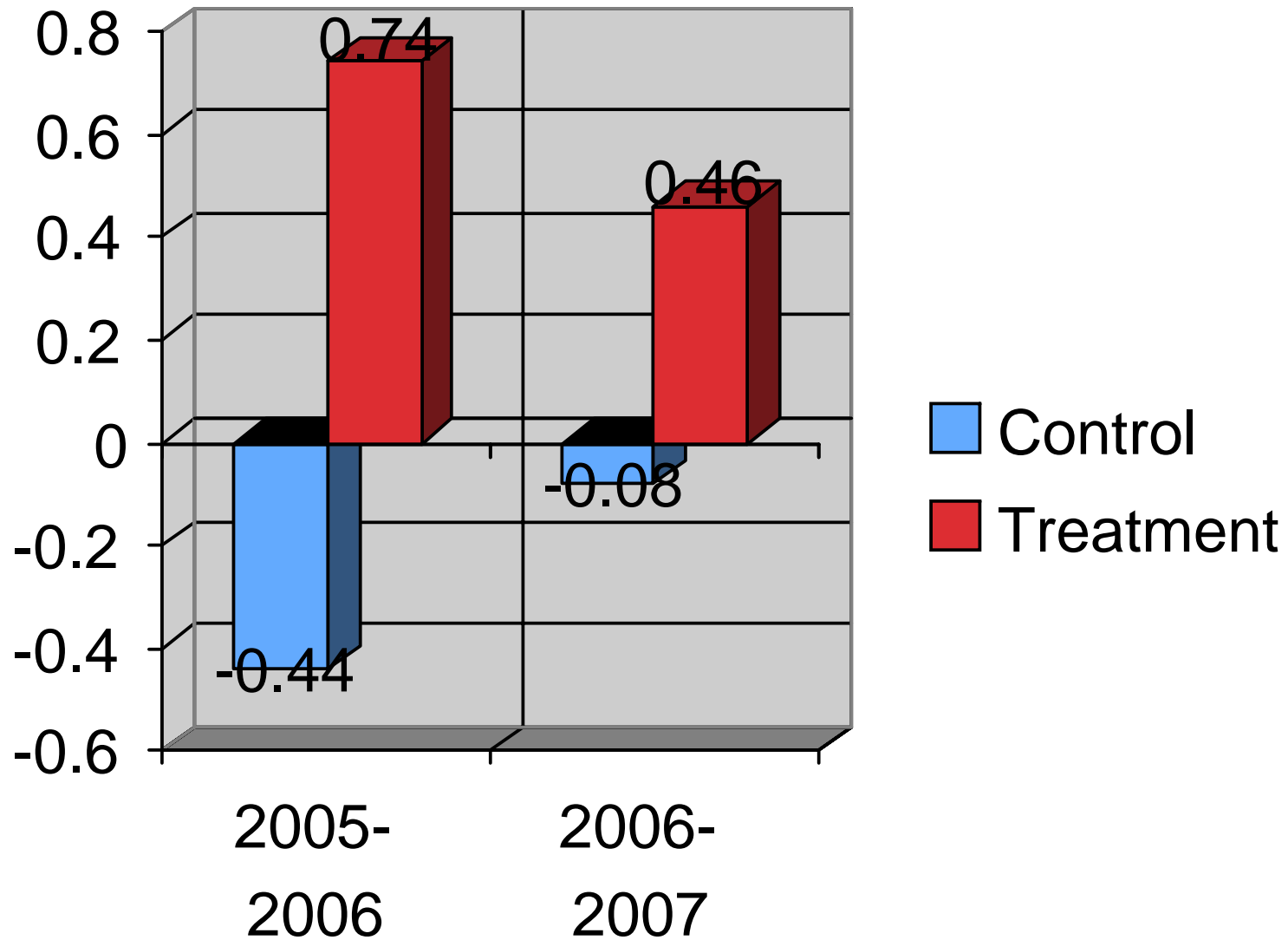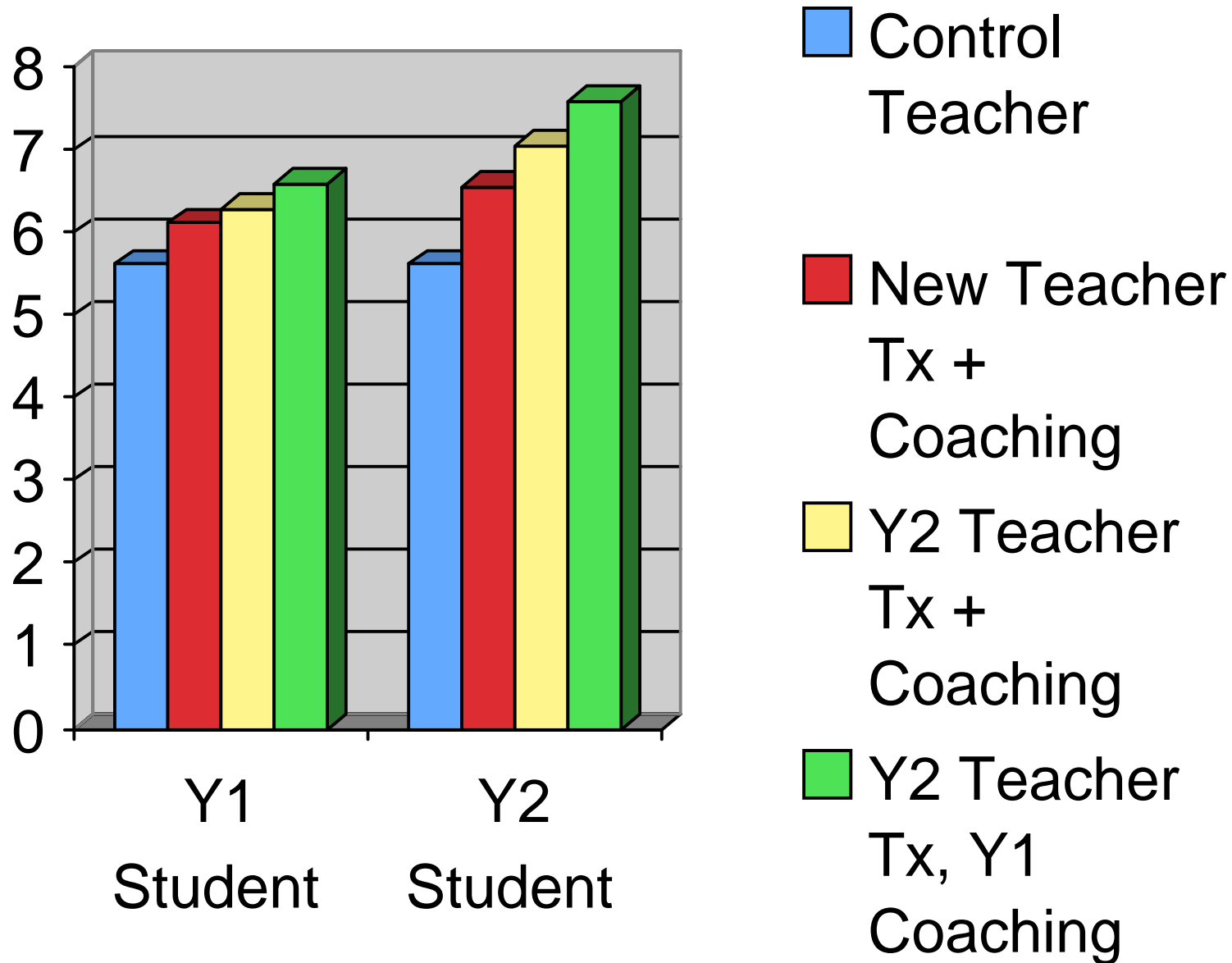
Figure 1

Santa Ana Unified School District	Lynwood Unified School District	Paramount Unified School District
• 61,693 total students	• 19,072 total students	• 16,823 total students

• Ethnic Breakdown
  • Hispanic – 92%
  • Asian – 3%
  • Filipino/Pacific Islander – 1%
  • Black – 1%
  • Other – 3%
	• Ethnic Breakdown
	  • Hispanic – 90.5%
	  • Asian – 0%
	  • Filipino/Pacific Islander – 0.1%
	  • Black – 8.5%
	  • Other – .08%
		• Ethnic Breakdown
		  • Hispanic – 83.1%
		  • Asian – 1.2%
		  • Filipino/Pacific Islander – 1.7%
		  • Black – 10.9%
		  • Other – 0 %

• 60% EL	• 45.3% EL	• 43.1% EL
• 75% Free and Reduced Lunch	• 70.8% Free and Reduced Lunch	• 82% Free and Reduced Lunch
• API 2004 Base 628	• API 2004 Base 600	• API 2004 Base 630
• 9 out of 13 secondary schools in PI	• 1 Middle School in PI • 1 High School not in PI	• 4 out of 5 secondary schools in PI
• CAHSEE Pass Rate for 2004-2005 District 62% English Learners 39%	• CAHSEE Pass Rate for 2004-2005 District 50% English Learners 33%	• CAHSEE Pass Rate for 2004-2005 District 50% English Learners 33%

Note: CAHSEE is the California High School Exit Exam. PI is Program Improvement. API is Academic Performance Index, which is scaled from 200-1000 with 800 being the target for CA schools.

Pre Test to Post Test Differences for CPEC Students, 2005-2007

Legend:
- Control
- Treatment

Values:
- 2005-2006: Control -0.44, Treatment 0.74
- 2006-2007: Control -0.08, Treatment 0.46

Post Test Scores for CPEC Students by Treatment Condition and Years of Participation, 2006-2007

Legend:
- Control Teacher
- New Teacher Tx + Coaching
- Y2 Teacher Tx + Coaching
- Y2 Teacher Tx, Y1 Coaching

UCI/C PEC Accelerating Academic Literacy Project 05-06

Outcome Measure	Treatment Group	Control Group Score	Difference
ALA Writing Assessment	+.7	-.3	1.0 **
ALA Fluency	+57	-13	70 **
STAR CST ELA	327	311	16 *
CAHSEE	380 Pass Rate: 91.5%	374 Pass Rate: 88.2%	6
Absences	17.1	18.3	1.2
% Academic Words [1]	+.20	+.02	.18 **
Type Token Ratio [2]	.481	.509	-.0
Lexical Density [3]	.474	.469	.005

* Approaches statistical significance (<.07).
** Statistically significant (p<.05 level or lower).

1. Academic words are roughly 600 words that form the core academic writing across the disciplines. Higher use of these words indicates increased ability to think and write analytically.
2. Type-Token Ratio is the number of different words used divided by the total number of words. Typically, the higher the ratio, the greater the vocabulary diversity of the writer.
3. Lexical Density is the ratio of content words to total words. Content words carry meaning, as opposed to function words such as "the," "of," "to," and so on. Generally, the higher the ratio, the more meaningful the writing.

Note: The CAHSEE District Pass Rate for Paramount in 05-06 was 48% for All; 70% for 10th.
The CAHSEE District Pass Rate for Lynwood in 05-06 was 46% for all; 56% for 10th.

Treatment and Control Group, CPEC 2005-2006
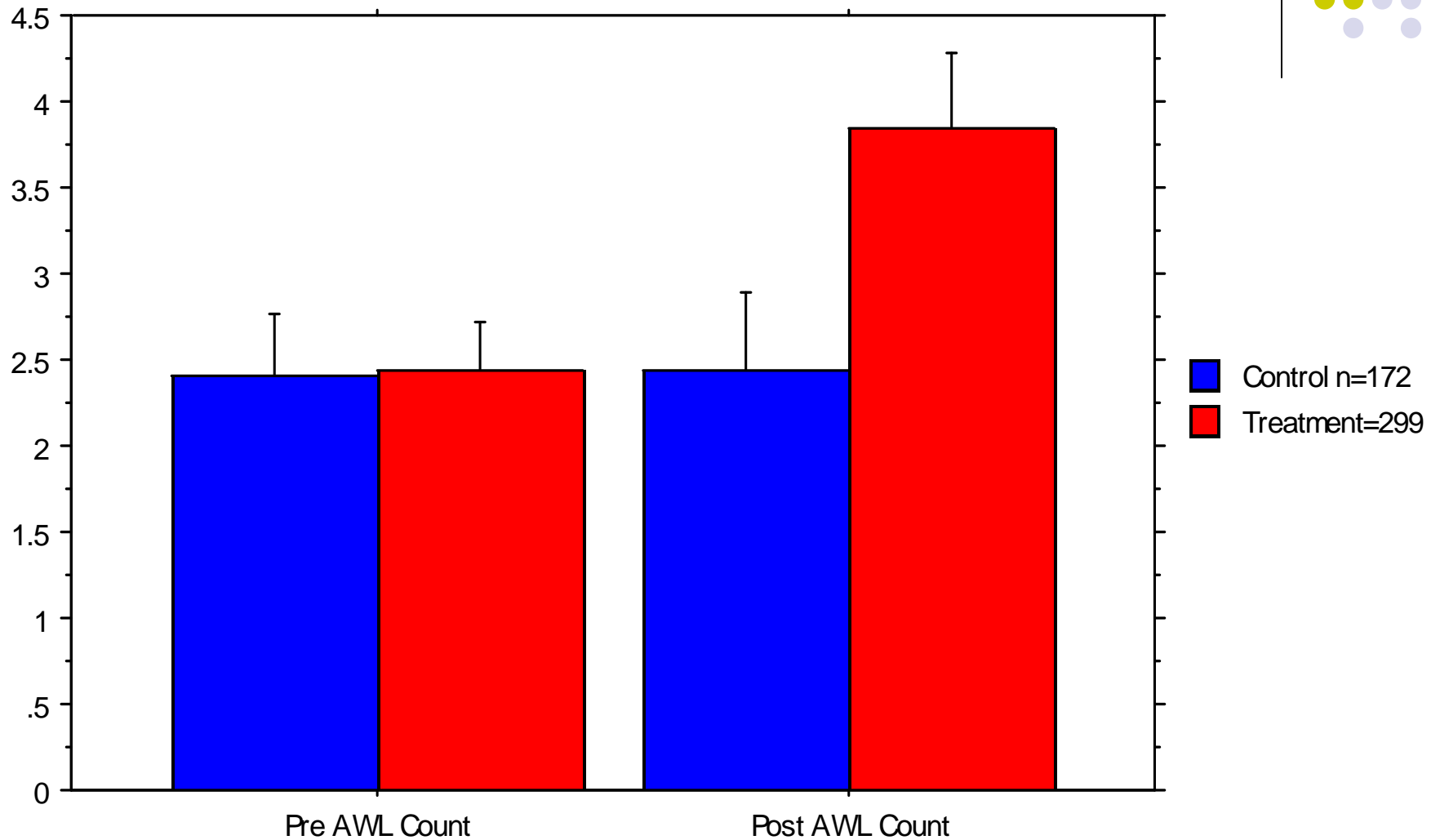
Note: **In the output text, punctuation is eliminated; all figures (1, 20, etc) are replaced by the word *number*; contractions are replaced by constituent words (*won't => will not*); type-token ration is calculated using said constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns and program decision to class numbers as 1k although not contained in 1k list); single letters are eliminated except for 'a' and 'I.'**
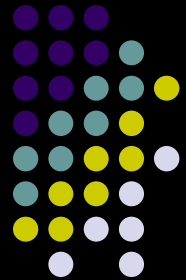
Integral text: tradition is what gives a family their meaning in the story when he figures out that his great grandfather came to deliver the object of tradition he figures out the meaning of family he knew when to come for the tradition could be passed on appearences deceive in a person of their tale it is martin time emerge in his family he thought of his great grandfather as an embarrassment to him he would look bad with his friends grandpa thought he was going to die and he had to follow the tradition of his family to pass the medicine bag along with its history to the oldest male child he would have to wear the medicine bag around him all the time his grandpa knew it wasn his traditional families last name that would bear it bears a while man name the medicine bad will be his i have come because it is soon time for martin to have the medicine bag he also told him a thing would be done when it was the right time to do it and that the way it was the tradition to go on it was necessary to give it to him before he dies it didn matter how he got their but the tradition must go on he had to confront a journey before he got their don judge a book by its cover at first they thought his great grandfather was going to be a burden or an embarrassment then they realized that his great grandfather was interesting it was the opposite his friends were jealous my friends kept asking to come see the old man but i put them off the medicine bag was passed down as the tradition goes martin had emerged a man he wouldn have to were the medicine bag till it was the right time the tradition was to give them to medicine bad to the elbest man before death after he gave him the bad he ended up in the hospital he never came bad to see him the meaning of his family was the medicine bag

can yo u se e a ny e vid e nce o f y our growth as a rea der and/or a writer?

What I notice is that I develope d a new way to write my introduct ion. Before I didnÕt real ly know how to start my introduct ion; now I use a hook, T.A.G. (title, author, genre) and IÕm better at it. (9th grader)

On the pre-test, IÕve n oticed tha t I di dnÕt use textu al evidence on the essay, and I wasnÕt able to expla in myself well in the essay. However, in th e post -test, I am able to exp lai n myself well thr ou gh my commentary and I use textual evid ence. (12th gr ader)

Yes, I did see a big improveme nt an d w hat contri buted to it w as when we did the th ink alo ud. Als o, we practiced intr oduct ion, thesis statement, and h ook. Once I really learn ed how to st art an essay, I grasp ed the concept. (9 th Grader)

Comment from a 12th Grader Who Passed the CAHSEE for the First Time

One of the hardest things for me . . . was taking the California   High School Exit Exam.
I am one of those people who can't stand taking tests   so I wouldn't concentrate right. . . .
But, in my   ELD class, my teacher taught me the cognitive strategies . . .   that really helped me.
For example, I learned how to read the questions first before reading a story
and to pay attention to the details so I can   interpret what the big idea of
the story is. . . .   Knowing that I knew   how to answer a question because of what I learned
gave me the opportunity to   answer the questions   the right way . . . .
Also, knowing where a quotation goes and that I should comment on it
when I'm writing an essay really makes a difference.